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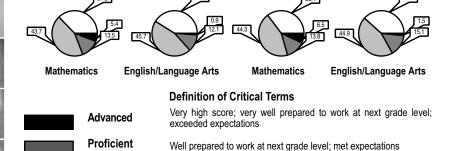
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

Basic

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Middle Schools with Students like Ours

Below Basic Did not meet standards; must have an academic assistance plan;

Met standards; minimally prepared, can go to next grade level

the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	248	132
Percent satisfied with learning environment	77.4%	61.2%	71.9%
Percent satisfied with social and physical environment	81.1%	66.3%	53.3%
Percent satisfied with home-school relations	32.7%	76.9%	65.3%

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PACT PERFORMANCE	BY GR						7.	dentand Advanced
	Englis	Rent Testing	/ & /	old Basic	/.c. /	Proficient of	Advanced on Profi	cient and ci
	olly	ie, Les	lested ologic	OWL	Basic ol	Profit	Advan of	cile want
	EMO	1946 0/0	0/08	0/0	0/0	0/0	, 0/06/	dent arce
				igiisii/Lai		rts		
All students	925	99.4	41.3	45.7	12.1	0.9	13.0	17.6
Gender								
Male	481	99.2	50.8	39.7	9.3	0.2	9.5	17.6
Female	444	99.5	30.8	52.4	15.1	1.7	16.9	17.6
Racial/Ethnic Group	400	00 F	25.0	17.1	16.1	1.0	17.0	17.6
White	428	99.5	35.0	47.1	16.1	1.8	17.9	17.6
African-American	429	99.3	46.9	45.4	7.4	0.3	7.7	17.6
Asian/Pacific Islander	27	96.3	26.1	47.8	26.1	N/A	26.1	17.6
Hispanic	39	100.0	58.8	32.4	8.8	N/A	8.8	17.6
American Indian/Alaskan Disability Status	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Not disabled	740	00.2	22.5	E0.6	14.7	1.2	15.0	17.0
Not disabled Disabled	740	99.3	33.5	50.6	14.7	1.2	15.9	17.6
Migrant Status	185	99.5	72.9	25.9	1.2	N/A	1.2	17.6
Migrant Status	A1/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	N/A							
English Proficiency	925	99.4	40.7	46.1	12.3	1.0	13.3	17.6
Limited English proficient	21	100.0	86.7	13.3	N/A	N/A	N/A	17.6
Non-limited English proficient	904	99.3	39.8	46.7	12.5	1.0	13.5	17.6
Socio-Economic Status	304	33.3	33.0	40.7	12.5	1.0	10.0	17.0
Subsidized meals	630	99.0	44.8	45.1	9.3	0.7	10.1	17.6
Full-pay meals	295	100.0	34.1	47.0	17.6	1.4	19.0	17.6
	200	100.0	07.1	1 -11.0	1 17.5	1 1.7	1 10.0	1 17.0
				Mathe	matics			
All students	925	100.0	37.5	43.7	13.5	5.4	18.9	15.5
Gender								
Male	481	100.0	36.7	43.9	14.3	5.1	19.4	15.5
Female	444	100.0	38.3	43.5	12.6	5.7	18.3	15.5
Racial/Ethnic Group								
White	428	100.0	27.3	47.1	17.3	8.3	25.6	15.5
African-American	429	100.0	47.7	41.4	9.1	1.8	10.9	15.5
Asian/Pacific Islander	27	100.0	16.7	41.7	25.0	16.7	41.7	15.5
Hispanic	39	100.0	51.4	31.4	11.4	5.7	17.1	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status		100.5	0.1.6	45.6	10 (00.4	
Not disabled	740	100.0	31.6	45.3	16.4	6.7	23.1	15.5
Disabled	185	100.0	61.7	37.1	1.2	N/A	1.2	15.5
Migrant Status	A1/A	0.0	NI/A	NI/A	N1/A	NI/A	N1/A	45.5
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	925	100.0	36.9	43.8	13.7	5.5	19.2	15.5
English Proficiency		100.0	70.0	00.7	N1/A	NI/A	N1/A	45.5
Limited English proficient	21	100.0	73.3	26.7	N/A	N/A	N/A	15.5
Non-limited English proficient	904	100.0	36.3	44.2	14.0	5.6	19.6	15.5
Socio-Economic Status								

26.2

48.0

18.3

15.5

25.8

7.5

15.5

15.5

100.0

100.0

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

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		Enrolle Enrolle	ay of Testing	/	alow Basic	/	Proficient old	Advanced Advanced
		JIM	ell (see,	rested on Br	ONP	Basic ol	Profit.	Advanced Advanced
		Enro.	940 o/o	, 0/0 Br	0/0	0/0	0/0	, 0/0 6/1
			/	English	n/Langua	ge Arts		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 6	268	N/A	35.0	43.2	19.9	1.9	21.8
	Grade 7	283	N/A	37.1	51.8	10.7	0.4	11.1
•	Grade 8	270	N/A	38.0	46.6	14.3	1.1	15.4
A	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	319	99.7	33.6	44.6	19.4	2.4	21.8
	Grade 7	316	99.4	44.9	48.4	6.6	N/A	6.6
	Grade 8	290	99.0	45.6	44.1	10.0	0.4	10.4

	Mathematica									
		Mathematics								
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
2	Grade 6	268	N/A	43.0	43.4	9.8	3.8	13.6		
	Grade 7	283	N/A	55.2	32.3	9.3	3.2	12.5		
•	Grade 8	270	N/A	38.0	48.5	11.3	2.3	13.5		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
20	Grade 6	319	100.0	27.8	40.5	24.1	7.6	31.6		
	Grade 7	316	100.0	46.6	39.0	9.3	5.2	14.5		
	Grade 8	290	100.0	38.1	52.0	6.6	3.3	9.9		

SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 985)				
Students enrolled in high school credit courses (grades 7 & 8)	7.2%	Down from 10.1%	12.1%	14.4%
Retention rate	6.5%	Down from 10.8%	3.3%	2.3%
Attendance rate Eligible for gifted and talented	94.1%	Up from 93.6%	94.9%	95.2%
	5.2%	Down from 5.9%	13.0%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	18.9%	Up from 16.1%	14.6%	14.1%
	14.3%	Up from 13.0%	5.5%	4.9%
Suspended or expelled	0.1%	Down from 4.2%	1.2%	1.3%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 55)				
Teachers with advanced degrees Continuing contract teachers	36.4%	Down from 38.3%	43.6%	47.1%
	69.1%	Up from 68.3%	79.3%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	77.1%	Up from 76.7%	81.9%	84.3%
Teacher attendance rate Average teacher salary	94.5%	Down from 94.6%	94.9%	95.0%
	\$37,678	Up 1.3%	\$38,722	\$39,924
Prof. development days/teacher	10.7 days	Down from 12.4 days	10.0 days	10.7 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio	25.1 to 1	Down from 25.4 to 1	20.5 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	87.1%	Up from 86.9%	88.2%	88.9%
	\$5,157	Up 45.1%	\$5,984	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	55.9%	Down from 67.5%	63.5%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.9%	Up from 87.7%	94.2%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San	ıple
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Sedgefield Middle 8010.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sedgefield Middle School serves nearly 1000 students in grades six, seven, and eight. We strive to provide a challenging curriculum to meet the needs of all students. Students read and write across the curriculum. The curriculum places the most emphasis on English/Language Arts, mathematics, science and social studies. Students also have the opportunity to explore other areas of interest such as band, chorus, physical education, health, ACE, keyboarding and career technology.

Our number one goal is for all students to reach their greatest potential. Teachers use programs and strategies such as 6 + 1 Writing Traits, SOAR To Success reading program, daily "Write-On" Journaling Program and hands-on math manipulatives to encourage involvement in the classroom. Students are also invited to participate in before and after school tutorials and homework help sessions.

Teachers received staff development training throughout the year, designed to improve instruction and increase student achievement. Curriculum Mapping and Standards In Practice are two programs implemented to help teachers better plan for student success in meeting South Carolina State Standards. Thinking Maps training helped teachers teach students to organize their thoughts and make connections that enhance critical thinking skills. Sedgefield has produced two National Board Certified teachers so far and many are working toward that goal.

Sedgefield Middle also participates in activities and clubs such as intramural sports, Junior Beta Club, Student Council, Parent-Student Book Club, Grandparenting Club, Drama Club, and Latin Club. These students and their sponsors raised money for the American Cancer Society and were active in sending gift packages to our troops.

Sedgefield Middle participated and placed in academic competitions such as QUEST and Quiz Bowl. A Sedgefield student won the Berkeley County Spelling Bee. Sedgefield had several students who were Duke TIP scholars and Junior Scholars. Several of our students participated in All-County Band and All-County Chorus. All of these groups represented our school with pride.

Students, parents, teachers and community members continuously work to achieve our academic goals at Sedgefield Middle School by following our motto: "Go For The Gold."

Don L. Brown, III Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.